
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mrs. Anne C. Lane
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Academy Avenue Primary School
(As it should appear in the official records)

School Mailing Address 94 Academy Avenue
(If address is P.O. Box, also include street address)

Weymouth MA 02189-1311
City State Zip Code+4 (9 digits total)

Tel. (781) 335-4717 Fax (781) 340-2514

Website/URL www.weymouth.ma.us/schools/academy E-mail alane@weymouthschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 6, 2004

Name of Superintendent* Mr. Robert West
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Weymouth Tel. (781) 335-1460

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date February 6, 2004

Name of School Board
President/Chairperson Ms Diana Flemer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date February 6, 2004

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 8 Elementary schools
 1 Middle schools
 Junior high schools
 2 High schools
 1 Other - Early Childhood Center
 12 TOTAL

2. District Per Pupil Expenditure: \$6,389.00

Average State Per Pupil Expenditure: \$7561.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K*	40	40	80		7			
1	24	30	54		8			
2	27	24	51		9			
3	30	25	55		10			
4	35	24	59		11			
5					12			
6					Other	5	0	5
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					304

* This number includes 20 students from another school who attend kindergarten at Academy Avenue School due to space restrictions at their home school.

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>91</u> | % White |
| <u>2</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 6 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1	295
(5)	Subtotal in row (3) divided by total in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 1 %
2 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Vietnamese, Portuguese

9. Students eligible for free/reduced-priced meals: 12.5 %

38 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11.2 %
34 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>12</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>13</u>	<u>6</u>
Special resource teachers/specialists	<u>3</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u> </u>
Support staff	<u>2</u>	<u> </u>
Total number	<u>23</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 18:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.73%	95.98%	95.73%	95.5%	No data
Daily teacher attendance	95.4%	95.2%	95.5%	No data	No data
Teacher turnover rate	.05%	.05%	.05%	0%	.11%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Academy Avenue Primary School is a K-4 public school in Weymouth, MA, a community of approximately 55,000, located 12 miles south of Boston. The Academy Avenue School is one of eight elementary schools in the district and presently serves 309 students, kindergarten through grade four. At Academy Avenue School, we view learning as a lifelong commitment. Our mission, therefore, is to develop knowledgeable, confident, highly motivated students who will be equipped to face the challenges of a rapidly changing world. The Academy Avenue community seeks to develop responsible and culturally aware students who will actively participate in a democratic society.

Academy Avenue School has a strong community of learners. Teachers work collaboratively to mobilize the best educational practices to enhance students' ability to learn and solve problems. By creating an environment that focuses on critical thinking, risk taking and participation, teachers support the students' educational, emotional and physical well-being in all phases of school life. Various programs and instructional practices have been implemented over the years to ensure academic success for all students. In all curricula areas teachers set high standards for all, make expectations clear and implement numerous scaffolding and differentiated learning strategies to ensure each child's success at the highest level attainable.

Parents are also an integral part of the school life at Academy Avenue School. Their involvement in the educational process has strengthened and enhanced our school community. Communication between parents and teachers is strong and teachers provide many opportunities for parents to become partners in their children's educational achievements.

The Academy Avenue School has a reputation for excellence in the community and the state. For the past three years, Academy Avenue fourth graders have performed in the top ten percent of the state both in English Language Arts and Mathematics. As a result of our outstanding performance and continued improvement, we have been chosen as a Commonwealth of Massachusetts Compass School for the 2003-2004 academic year. The Commonwealth Compass School Program is one part of the Massachusetts School and District Accountability System. The purpose of the program is to recognize and celebrate improvement in Massachusetts' schools, and to disseminate information and encourage networking and sharing of ideas, effective practices, and models for success.

The staff at Academy Avenue attributes much of its success to an ever changing and developing curriculum based on Action Research. Working together, teachers have identified strategies for analyzing and tracking student progress. By identifying students' strengths and weaknesses, teachers have developed instructional strategies to address student needs. The analysis of student performance has essentially focused on improving expository writing; however, its impact has been felt across the curriculum in all content areas, especially math (e.g., math journals), which has long been a focus at Academy Avenue School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The Massachusetts Comprehensive Assessment System (MCAS) is a testing program designed to meet the requirements of the Massachusetts Reform Laws of 1993. The program measures performance based on the Massachusetts Curriculum Frameworks, and provides a measure of accountability for schools.

In the fall of 2002, the Massachusetts Department of Education began rating school and district performances using a "Proficiency Index." The Proficiency Index measures the extent to which students have attained or are progressing toward proficiency in ELA and mathematics. Schools and districts are assigned points ranging from 0 to 100, based on student performance results. Each school is then assigned a performance and improvement rating

Scaled scores are reported to individual students, schools, and districts. The scaled scores range include four performance levels from 200 to 280. State performance level definitions are:

Performance Level	Description
Advanced	260-280 Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
Proficient	240-259 Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
Needs Improvement	220-239 Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
Warning	200-219 Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

During the first cycle (1998-1999), Academy Avenue School decreased and finally eliminated student scores in the Warning category at the 4th grade.

In Cycle II (2001-2002), the Academy Avenue School received a performance rating of Very High for its proficiency index of 98.2 in ELA. For exceeding its target proficiency index, the school received an improvement rating of Above Target. In Cycle II, the Academy Avenue School received a performance rating of Very High, having attained a proficiency index of 98.0 in mathematics. The school earned a rating of Above Target for an increase in its proficiency index of 14.5 points. The Cycle II School Performance and Improvement Rating Report identified the school's steady progress over the five years since the first MCAS administration in 1998, with a notable improvement in both content areas in 2001-2002, highlighted by a 10 point increase in mathematics and 17 point jump in ELA between 2000 and 2001. A nine point increase on the Proficiency Index for ELA and a 14.5 point boost in mathematics far exceeded the expectations set by the state (1.5 points in ELA and 2.4 points in mathematics).

For the past three years 90% or more of Academy Avenue students have scored at the advanced and proficient levels in both ELA and mathematics. No student has failed either test in the past three years. In 2003, the first year in Cycle III, Academy Avenue School met the No Child Left Behind goal in English language arts with 100% of its students performing at the Advanced or Proficient levels.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Standards-based assessment is central to teaching and learning at Academy Avenue and drives curricular decisions. Teachers use a variety of regular assessment tools in the classroom to gauge their students' progress and to guide curricular enhancements. The use of specifically designed rubrics keeps expectations clear. The writing prompts are administered monthly at each grade level and both reading and math programs provide consistent and ongoing assessment of student progress.

An MCAS analysis occurs each fall when the results are released. Teachers meet in grade level teams to review the item analysis and develop an action plan for improving student achievement. Goals created following this analysis address the implementation of a modified curriculum which is adjusted to the needs of the students. Individual Student Success Plans are also written for students performing at the Warning and Needs Improvement levels.

Teachers are also piloting a web based program, *Assess2Learn*, which delivers locally developed assessments and a comprehensive series of content specific assessments that are aligned to the Massachusetts Curriculum Frameworks. It is a diagnostic tool to assist teachers in monitoring student performance and in developing early intervention programs.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Academy Avenue School regularly communicates student performance, assessment data, to students, parents and the community. At our Fall "Back to School" night parents are introduced to the school expectations for students at each grade level. Levels of performance are then communicated to students on a daily basis. Classroom rubrics designed for individual lessons and projects provide clear picture of expectations for learning and the academic targets students can achieve. A standards-based progress report is issued three times a year.

Individual parent-teacher conferences are held in the Fall and Spring to discuss student performance. Teachers use that time to share student portfolios, offering samples of student work and progress over time. Additional parent and teacher initiated conferences and phone conversations occur daily throughout the year.

The Department of Education provides comprehensive information on each student's performance. Individual student results are mailed home through the school. School and district results are published on the Department's web site and in local newspapers. The Massachusetts Department of Education also publishes and distributes school and district report cards that provide comparison data on student achievement.

The school shares its MCAS results along with the action plan for strengthening curriculum and instructional practices to improving student achievement at School Council and Parent Council meetings and in its school newsletter, *Of Primary Importance*.

4. Describe in one-half page how the school will share its successes with other schools.

Academy Avenue teachers have had much experience sharing their successful practices. As part of our district professional development program, Academy Avenue teachers have conducted math workshops for their colleagues in town. In 2002 the principal and a team of teachers presented Academy Avenue's action research work at the International Reading Association Conference in California. Serving as a

Massachusetts Compass School for the 2003-2004 school year our teachers have presented at two "Pathways to Excellence" conferences. This year Academy Avenue is hosting a series of visits from teachers and administrators representing many school districts interested in our approach to high performance and continuous improvement. Academy Avenue staff would be pleased to continue hosting such visits. Our school web site could also be utilized to continue communications with colleagues in other school districts and facilitate the sharing of ideas.

The staff is prepared to present concrete methods for improving student writing and will put forth a model for analyzing and tracking student writing growth. Samples of student work will be shared along with the specific strategies used to strengthen student writing. The rubrics used to score monthly writing prompts will be explained and the tools used to track student progress will be shared. Teachers are also prepared to share their methods for incorporating writing in all areas of the curriculum.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum.

The Weymouth Public Schools' newly revised curriculum meets national and state standards and is aligned with the Massachusetts Curriculum Frameworks. To the extent possible, curricula areas are compacted and integrated to allow for deeper, more challenging study and a thoughtful investigation of ideas, concepts and facts. Teachers are encouraged to examine closely the effectiveness of a variety of programs in each content area and integrate the best features of each into their instructional plans.

The reading curriculum consists of the Open Court Reading Program, the Junior Great Books Program and our own novels program as well as teacher-made content area units. At each grade level instruction is explicit and teacher directed in a variety of structures, including whole class, small group and individual. The curriculum encourages students to become life-long learners who are able to read proficiently, write fluently, speak assuredly, think independently and view media critically.

In accordance with the Massachusetts Curriculum Frameworks and the NCTM standards, teachers select their core mathematics materials from the Scott Foresman-Addison Wesley Program along with the Chicago Everyday Mathematics program. The math curriculum is supplemented by extended investigations from Marilyn Burns materials and the Hands-On Equations program which introduces students to algebra using manipulatives in grade three. Throughout the grades there is an emphasis on problem solving strategies, understanding the steps in problem solving and using writing to communicate those understandings.

In the Weymouth Public Schools the emphasis in social studies curriculum is on geography and history. The Social Studies curriculum instruction begins with the child and the family and expands outward to the town, state, country and the world. The Massachusetts Curriculum Frameworks endorses the belief that humane values, devotion to human dignity, tolerance of diversity and self respect must be taught. For years, the teachers at Academy Avenue School have shared this belief and have implemented the Social Competency Program, developed by the Stone Center at Wellesley College. The program is a positive research-based approach to creating cooperative class atmospheres and healthy relationships between students and teachers alike. Teachers promote the development of children's conscience and self control through positive guidance techniques. These include setting clear limits in a positive manner and involving children in establishing the rules for living in a democratic society.

The science curriculum is kit-based and designed to help children gain broader understanding of their world through hands-on experiences. Four itinerant specialists rotate throughout the year with a prescribed set of lessons to target grade level standards and supplement classroom learning. Factual knowledge is revisited and extended each year in the four domains of the science curriculum: Physical Science, Life Science, Earth and Space Science, and Technology/Engineering.

2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The reading curriculum at Academy Avenue School is one that is actively designed, implemented and assessed by teachers who are open to different ideas about what works in reading instruction. A strong reading-writing connection is developed at all levels and, whenever possible, content information and concepts are integrated.

At the kindergarten level, an emphasis is placed on phonemic awareness, letter recognition and concepts about print. It is our belief that phonemic awareness instruction, particularly the ability to segment and blend words, will contribute to success in beginning reading. At the first and second grade levels, students are introduced to a synthetic and systematic approach to phonics instruction. The primary source for reading and phonics instruction is the Open Court Reading Program. In grades three and four students are presented with a variety of texts including anthology selections, trade chapter books, newsletters and reference books. Instruction includes daily practice in oral reading to develop accuracy, fluency and expression. The curriculum recognizes the strong link between vocabulary and comprehension and in all grades teachers use various methods to increase reading vocabulary. All of these components lay the foundation for the ultimate goals of reading instruction - to read with comprehension, monitor one's own comprehension and make connections between self and text.

At the Academy Avenue School teachers communicate regularly about their reading instruction across grade levels and share their materials and resources freely. When a student is struggling, or when a student is a second language learner, teachers work together with specialists to adapt the curriculum to find approaches that will enable every child to become a successful and thoughtful reader.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Our writing curriculum is part of a balanced approach to literacy instruction which focuses on reading/writing connections across the curriculum. To enhance teachers' instruction in writing process, strategies outlined in the John Collins Writing Program and the Four Square Writing Program have been implemented selectively according to grade level needs. These programs allow students to focus on specific elements of the writing process while developing new skills and offer much support in organization, sequencing of thoughts, and elaboration of ideas.

After a careful analysis of our state MCAS scores, we have been able to identify the strengths and weaknesses of our writing program. As a result of this analysis, teachers and district coordinators have developed a writing formula which all students can use across the curriculum. This writing formula is highly organized yet it allows for creativity and voice. The use of rubrics, word walls, graphic organizers, proofreading checklists, daily journal writing, cut and paste, flip and find, and highlighting techniques have all been successfully employed in our curriculum.

As part of our writing mission, teachers have devoted much attention to the teaching of poetry and poetry writing. Teachers present regular poetry lessons throughout the year and poetry is studied in all areas of the curriculum. Each year, as part of our poetry instruction, our school enters the Massachusetts Science

Poetry Contest sponsored by Boston College. We are extremely proud of the accomplishments of our students who have been named winners in various categories over the years.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The teachers at the Academy Avenue School believe that the success of instruction is not dependent solely on a strong and challenging curriculum, but also on the effectiveness of the teachers who implement the curriculum. Teachers at Academy Avenue are skilled in aligning curriculum standards and objectives with instruction and assessment. When designing instructional units and lessons, teachers identify the essential ideas, concepts and facts to be understood. Desired outcomes and expected criteria are stated clearly so that students know what is expected. Rubrics and performance checklists are posted prior to instruction to enable students to stay focused on the achievement expectations. Links are made between previous learning and new information. Teachers use modeling and guided practice to ensure understanding before independent practice is assigned. Once engaged in the independent learning process, students are actively involved and assume responsibility for their products. By this gradual release of responsibility teachers are able to gauge student needs and identify those students in need of differentiation. A value is placed on direct instruction that is explicit and presented in concrete, developmentally appropriate ways. The acquisition of new skills is broken down into small manageable steps. Teachers at the Academy Avenue School recognize the importance in establishing classroom routines and setting up procedures for students to solve their own problems. Pride in group and individual school work is fostered and quality work is encouraged and expected.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Academy Avenue School views quality professional development as a critical part of the process in increasing students' achievement, love of learning, and confidence in themselves. Professional development is provided on three levels: district, building and individual levels.

At the district level, three days each year are set aside for professional development in system wide initiatives as well as building goals and objectives. Additionally, a variety of courses and workshops are offered after school in all areas of the curriculum.

At the building level, teachers determine needs by examining students' classroom performance and by analyzing MCAS results. Teacher surveys and school improvement plans are used to develop building goals and initiatives. Over the past several years, our staff has participated in training to evaluate and implement the best practices of the following programs: John Collins Writing Program, the Hands-On Equation Program, Junior Great Books Program, the Chicago Everyday Mathematics Program, Social Competency, along with conducting action research and the integrating of technology. These building wide experiences have enabled teachers to support one another in their efforts to improve their instruction using the same materials. Over the past several years, our staff has also worked closely with several on site authors and poets who participated in residency programs in the building.

As part of the professional development process, each teacher develops a personal five year plan and each year identifies specific yearly goals and ways in which the goals will be achieved. At the end of each year, teachers reflect on their goals and evaluate their successes. The principal provides support, direction and materials to assist teachers in meeting their goals.

**ACADEMY AVENUE PRIMARY SCHOOL
GRADE 4 ENGLISH LANGUAGE ARTS**

	2003	2002	2001	2000	1999
Testing month	May	May	May	May	May

SCHOOL SCORES

Average scaled score	260	254	254	237	238
Performance Index Points	100	98.2	97.1	89.6	88.7
% At or above Advanced	24%	30%	27%	0%	5%
% At or above Proficient	76%	67%	63%	37%	37%
% At or above Needs Improvement	0%	3%	10%	62%	58%
% At or above Warning	0%	0%	0%	2%	0%
Number of students tested	54	64	60	66	62
Percent of students tested	100%	97%	100%	98%	100%
Number of students excluded	0	2	0	1	0
Percent of students excluded	0%	3%	0%	2%	0%
Reason for Exclusion LEP students exempt - have not been in the country for three years					

SUBGROUP SCORES

1. Students with Disabilities *

% At or above Advanced	10%	0%	0%	0%	0%
% At or above Proficient	90%	90%	44%	0%	0%
% At or above Needs Improvement	0%	10%	56%	91%	100%
% At or above Warning	0%	0%	0%	9%	0%
Number of students tested	10	10	9	11	11

2. Free and Reduced Lunch *

% At or above Advanced	21%	32%	2%	No Data	No Data
% At or above Proficient	79%	65%	66%	No Data	No Data
% At or above Needs Improvement	0%	4%	2%	No Data	No Data
% At or above Warning	0%	0%	0%	No Data	No Data
Number of students tested	14	7	6	No Data	No Data

STATE SCORES

Average Scaled Scores	No Data	239	239	231	231
% At or above Advanced	10%	8%	7%	1%	0%
% At or above Proficient	45%	46%	44%	19%	21%
% At or above Needs Improvement	34%	37%	38%	67%	67%
% At or above Warning	10%	10%	11%	13%	12%
Number of students tested	74,895	75,094	75,665	76,311	76,114

* The state does not report scores for groups less than 10 students.

Subgroups scores for less than 10 students are not official scores.

MCAS – MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM

**ACADEMY AVENUE PRIMARY SCHOOL
GRADE 4 MATHEMATICS**

	2003	2002	2001	2000	1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average scaled score	258	260	257	247	240
Performance Index Points	97.5	98	97.5	89.2	77.4
% At or above Advanced	50%	56%	48%	22%	11%
% At or above Proficient	41%	39%	43%	48%	34%
% At or above Needs Improvement	9%	5%	8%	26%	45%
% At or above Warning	0%	0%	0	5%	10%
Number of students tested	54	64	60	66	62
Percent of students tested	100%	97%	100%	98%	100%
Number of students excluded	0	2	0	1	0
Percent of students excluded	0%	3%	0%	2%	0%
Reason for Exclusion LEP students exempt - have not been in the country for three years					

SUBGROUP SCORES

1. Students with Disabilities *

% At or above Advanced	30%	70%	33%	9%	0%
% At or above Proficient	40%	30%	44%	36%	10%
% At or above Needs Improvement	30%	0%	22%	45%	50%
% At or above Warning	0%	0%	0%	9%	40%
Number of students tested	10	10	9	11	10

2. Free and Reduced Lunch *

% At or above Advanced	43%	32%	66%	No Data	No Data
% At or above Proficient	50%	65%	2%	No Data	No Data
% At or above Needs Improvement	7%	4%	2%	No Data	No Data
% At or above Warning	0%	0%	0%	No Data	No Data
Number of students tested	14	7	6	No Data	No Data

STATE SCORES

Average Scaled Score	No Data	236	238	235	235
% At or above Advanced	12%	12%	10%	12%	12%
% At or above Proficient	28%	27%	24%	28%	24%
% At or above Needs Improvement	43%	42%	46%	42%	44%
% At or above Warning	16%	19%	19%	18%	19%
Number of students tested	75,229	75,855	76,770	77,592	76,981

* The state does not report scores for groups less than 10 students.

Subgroups scores for less than 10 students are not official scores.

MCAS – MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM

**ACADEMY AVENUE PRIMARY SCHOOL
GRADE 3 ENGLISH LANGUAGE ARTS**

	2003	2002	2001	2000	1999
Testing month	April	April	April	April	April

SCHOOL SCORES

Proficient	86%	89%	78%	No Data	No Data
Needs Improvement	14%	11%	20%		
Warning	0%	0%	2%		
Number of students tested	50	55	64		
Percent of students tested	100%	100%	96%		
Number of students excluded	0	0	3		
Percent of students excluded	0%	0%	0.04%		
Average score	35	33	33		
Reason for Exclusion LEP students exempt - have not been in the country for three years					

1. Students with Disabilities *

Proficient	N/A	N/A	45%	No Data	No Data
Needs Improvement	N/A	N/A	45%		
Warning	N/A	N/A	9%		
Number of Students	9	8	11		

2. Free and Reduced Lunch *

Proficient	60%	N/A	N/A	No Data	No Data
Needs Improvement	40%	N/A	N/A		
Warning	0%	N/A	N/A		
Number of students	10	0	5		

STATE SCORES

Proficient	63%	67%	62%	No Data	No Data
Needs Improvement	30%	27%	31%		
Warning	7%	6%	7%		
Number of students tested	73972	73732	75112		
Average Score	32	30	30		

* The state does not report scores for groups less than 10 students.